A r i z o n a
Department of Education

2014-2015

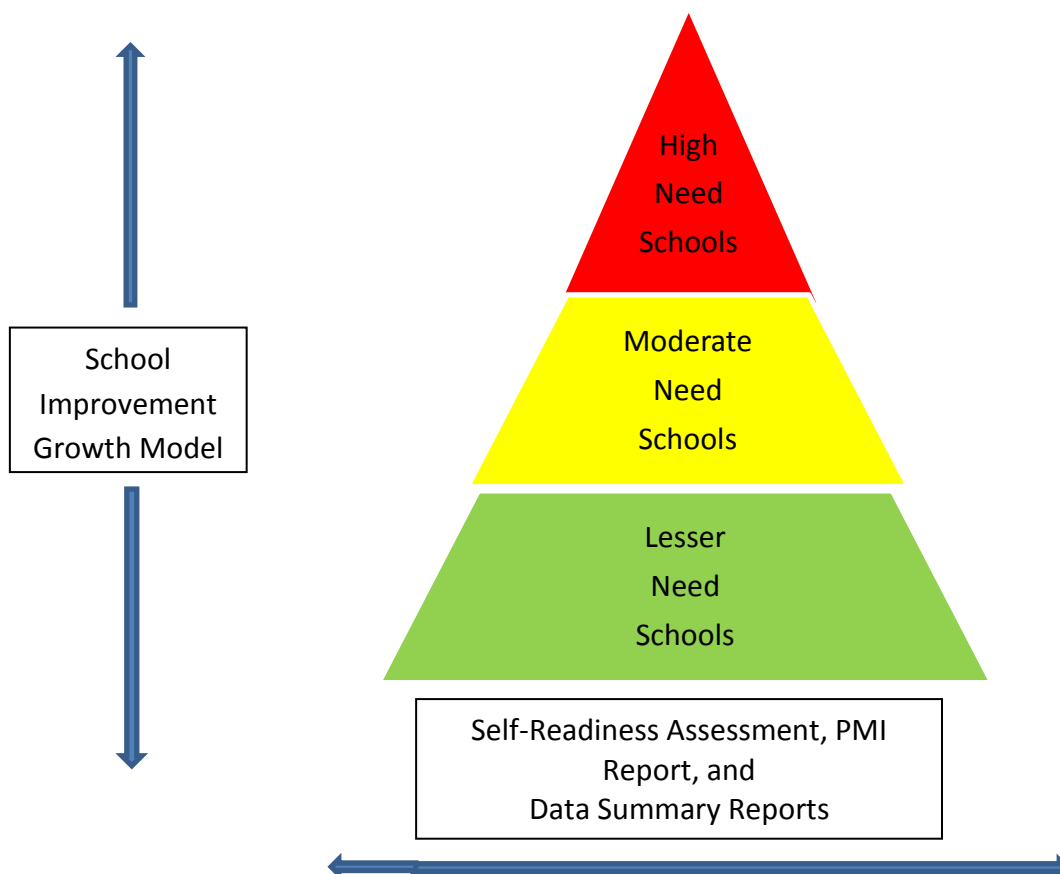# GUIDANCE FOR PRIORITY, PRIORITY-SIG, FOCUS, AND PRE- INTERVENTION SCHOOLS

SCHOOL IMPROVEMENT AND INTERVENTION MISSION
To build LEA and school capacity through a comprehensive system of support that ensures effective and sustainable teaching and learning environments that result in high academic achievement.

TIERED SYSTEM OF SUPPORT FOR PRIORITY, PRIORITY-SIG, FOCUS AND PRE-INTERVENTION SCHOOLS

The tiered system of support is a process used by the Arizona Department of Education's School Improvement and Intervention unit to determine how Priority, Priority-Sig, Focus and Pre-Intervention Schools are rank ordered for differentiated and intensive technical assistance. Based upon (1) the school's growth on a variety of academic indicators (School Improvement Growth Model), (2) the school's self-assessment of its strengths and weaknesses (SRA), and (3) the school's monitoring reports (PMI, Data Summary Reports), a determination on how to tier the school (less assistance to more assistance) and differentiate the support they receive (e.g., data-driven instruction support, student/staff culture support, etc.) is made.

Tiered Support System Model

School Improvement Growth Model

High Need Schools

Moderate Need Schools

Lesser Need Schools

Self-Readiness Assessment, PMI Report, and Data Summary Reports

<table>
<tr><td colspan="4" align="center">System consists of four components:
Technical Assistance/Support
Professional Development
Progress Monitoring
Compliance Monitoring</td></tr>
</table>

Priority and Priority-SIG Schools			
Support		**Accountability**	
Technical Assistance	**Professional Learning**	**Progress Monitoring**	**Compliance Monitoring**
• Assigned ADE SII Education Program Specialist (EPS) • Assigned LEA & School Improvement Implementation Specialist as an option for grant funded schools • On-site support visits based on needs • Support developing, implementing & monitoring LEA & School Continuous Improvement Plans, grant application & funding process • Peer Network Partnerships • School Improvement Webinars	• Leadership Development • Targeted Professional Learning: ✓ Curriculum, Instruction, Assessment ✓ 7 Turnaround Principles ✓ Turnaround Model ✓ Transformation Model ✓ Model Based on 7 Turnaround Principles ✓ Other ADE PD • Peer-panel Webinars focused on the 7 Turnaround Principles	• Semi-annual progress monitoring site visits • Performance Management Instrument- Report by ADE following visit • Annual review of LEA/School Self-Readiness Assessment • LEA/School Benchmark & Leading Indicator data submission (3 x a year) • Climate and Culture Survey (2 x a year) • School Improvement Survey • Website access to progress monitoring resources • Teacher Performance Data submitted to ADE	• Documentation of Title I set-aside • Parent Notification Letter • LEA & School Continuous Improvement Plans (LCIP AND SCIP) on ALEAT • Fiscal Review (Grant Funded) ✓ Budget review ✓ Quarterly fiscal monitoring ✓ Amendment review ✓ Cash Management Review ✓ Completion Report

Focus Schools			
Support		**Accountability**	
Technical Assistance	**Professional Learning**	**Progress Monitoring**	**Compliance Monitoring**
• Assigned ADE SII Education Program Specialist (EPS) • Assigned LEA & School Improvement Implementation Specialist as an option for grant funded schools • On-site support visits based on needs • Support developing, implementing & monitoring LEA & School Continuous Improvement Plans, grant application & funding process • Peer Network Partnerships • School Improvement Webinars	• Leadership Development • Targeted Professional Learning: ✓ Curriculum, Instruction, Assessment ✓ 7 Turnaround Principles ✓ Other ADE PD • Peer-panel Webinars focused on the 7 Turnaround Principles	• Progress monitoring by ADE differentiated by site needs (Solution Team visit) • Performance Management Instrument -Report by ADE following visit • Annual review of LEA/School Self-Readiness Assessment • LEA/School Benchmark & Leading Indicator data submission (3 x a year) • Climate and Culture Survey (2 x a year) • School Improvement Survey • Website access to progress monitoring resources • Teacher Performance Data submitted to ADE	• Documentation of Title I set-aside • Parent Notification Letter • LEA & School Continuous Improvement Plans on ALEAT • Fiscal Review (Grant Funded) ✓ Budget review ✓ Quarterly fiscal monitoring ✓ Amendment review ✓ Cash Management Review ✓ Completion Report

Pre-Intervention Schools			
Support		Accountability	
Technical Assistance	**Professional Learning**	**Progress Monitoring**	**Compliance Monitoring**
• Assigned ADE SII Education Program Specialist (EPS) • On-site support visits based on needs • Support developing, implementing & monitoring LEA & School Continuous Improvement Plans, grant application & funding process • Peer Network Partnerships • School Improvement Webinars	• Targeted Professional Learning: ✓ Curriculum, Instruction, Assessment ✓ 7 Turnaround Principles ✓ Other ADE PD • Peer-panel Webinars focused on the 7 Turnaround Principles	• Annual review of LEA/School SRA • LEA/School Benchmark & Leading Indicator data submission (3 x a year) • Climate and Culture Survey (2 x a year) • School Improvement Surveys • Website access to progress monitoring resources • Teacher Performance Data Submitted to ADE	• Documentation of Title I set-aside • Parent Notification Letter (D grade) • LEA & School Continuous Improvement Plans on ALEAT

Universal			
Support		Accountability	
Technical Assistance	**Professional Development**	**Progress Monitoring**	**Compliance Monitoring**
• Assigned ADE Title I Program Specialist • School Improvement Webinars • Website access to improvement tools	• Support in finding ADE PD aligned to LCIP and SCIP • Networking opportunities	• Website access to progress monitoring resources	• LCIP and SCIP on ALEAT

I.   TECHNICAL ASSISTANCE AND ADE SUPPORT

The School Improvement and Intervention staff is committed to offering service and support to Priority, Priority-Sig, Focus and Pre-Intervention Schools regarding the implementation of their Continuous Improvement Plans (LCIP and SCIP) and/or School Improvement Grant(s). LEAs and leaders of Priority, Priority-Sig, Focus and Pre-Intervention Schools are assigned to a School Improvement and Intervention Education Program Specialist (EPS). Support will be provided both on and off site and will be differentiated based on the needs of the LEA and school. Support is offered through technical assistance, however, it is the responsibility of the LEA and school to assure the Continuous Improvement Plans and/or management of approved School Improvement and Intervention Grants are implemented with fidelity.

SITE VISITS

On-site visits will be conducted by the assigned Arizona Department of Education (ADE) School Improvement and Intervention (SII) Education Program Specialists for technical assistance/support as well as progress and compliance monitoring. The number of on-site visits each LEA and school will receive will be differentiated based on need. A framework to guide the agenda for the progress monitoring visits will be provided prior to the visit (see Progress Monitoring section).

Priority, Priority-SIG, and Focus Schools with an Implementation Specialist will receive differentiated support for LEA and school leadership, based on needs, by providing on-site and desktop support to LEAs and schools. (Not to exceed 50 days per school year.)

Priority, Priority-Sig, and Focus Schools without an Implementation Specialist will receive differentiated support from their assigned EPS. The EPS will provide on-site and desktop support to LEAs and schools. The support for LEA and school leadership will be based on need.

Off-site visits/support will be conducted for technical assistance through School Improvement and Intervention webinars, Go-to-Meetings, emails and phone conversations.

LEA & SCHOOL IMPROVEMENT IMPLEMENTATION SPECIALISTS (IS)

LEA & School Improvement Implementation Specialists are approved vendors contracted through ADE to provide differentiated supports for LEAs and schools in developing, implementing, and monitoring LEA and School Continuous Improvement Plans and processes aligned to the 7 Turnaround Principles, as well as, strategies in the chosen turnaround model for Priority and Priority-SIG Schools (Turnaround, Transformation, School Closure, or Restart).

 Implementation Specialists will be assigned to LEAs and schools who apply through 1003(a) or 1003(g) School Improvement Grant funds. Priority, Priority-Sig, and Focus Schools who choose to have an Implementation Specialists must sign a letter of agreement for ADE to pay for Implementation Specialist's services on behalf of the LEA/school.

The Implementation Specialist will be available to:

1. Coordinate, support and deliver appropriate coaching and mentoring at the school level with a focus on strong leadership and effective teaching (Turnaround Principles 1 and 2) to assist in the continuous improvement of the core instructional program based on identified student needs.

2. Coordinate, assist and deliver appropriate coaching, mentoring and professional development for LEA and school leadership in the areas of continuous improvement; LEA leadership; curriculum and instructional systems; supplemental supports and intervention services; data, assessment and evaluation; and stakeholder relations.

3. Provide coaching and mentoring support for LEA and school leadership in the development of LEA and School Continuous Improvement Plans aligned to the 7 Turnaround Principles, including school achievement goals for Priority, Priority-Sig, and Focus Schools targeting subgroups that led to identification.

4. Review the alignment of LEA and school resources (human, fiscal, etc.) to assist LEA and school leadership in strategic decision making to support development and implementation of LEA and School Continuous Improvement Plans.

5. Provide coaching and mentoring support for LEA and school leadership in implementing and monitoring effectiveness of strategies and action steps in the LEA and School Continuous Improvement Plans.

6. Provide coaching and mentoring support for LEA and school leadership in developing, implementing and monitoring continuous improvement processes that are systematic, systemic and sustainable and will lead to increases in student achievement.

7. Provide job-embedded professional development through capacity building coaching for LEA and school leadership.

8. Support LEA and school leadership by attending leadership development trainings with LEA and school and by assisting and providing guidance in implementing best practices from trainings.

II.   PROFESSIONAL LEARNING

The School Improvement and Intervention Unit (SII) is dedicated to providing professional learning opportunities for LEAs, Priority, Priority-SIG, Focus and Pre-Intervention Schools throughout the year, provided regionally, if possible. SII will offer support in finding additional ADE professional development opportunities aligned to school improvement efforts. LEA and schools will also have opportunities for targeted professional development on a variety of school improvement initiatives, including, but not limited to: curriculum, instruction, assessment, the 7 Turnaround Principles, Turnaround and Transformation strategies, College and Career Ready Standards, and leadership development.

During the school year, webinars focusing on the 7 Turnaround Principles and other topics related to school improvement processes will be available. SII's first two support webinars will cover: 1) Key Information in the Guidance Document (August 26th and 28th) and 2) The Data Summary Reporting Process (September 16th and 18th).

ARIZONA EDUCATION LEARNING AND ACCOUNTABILITY SYSTEM

The Arizona Education Learning and Accountability System (AELAS) is a comprehensive and integrated learning and accountability system which will provide educators with the tools they need to make effective decisions and improve student performance*.* The Arizona State Legislature and ADE are working together to create a statewide system of data collection, analysis, and access tools that will enable everyone – from parents to senators – to make educational decisions based on accurate and timely information.   For more comprehensive information about AELAS, please explore the following link. http://www.azed.gov/aelas/azleg/

LEADERSHIP DEVELOPMENT

Leadership Development training will be required for principals of Priority Schools who have not successfully met the turnaround competencies identified in the Public Impact Report.

Competencies for teachers and school leaders can be found in the appendix of this guidance (p. 10-16).

Information about specific leadership development trainings and opportunities offered will be forthcoming.

III. PROGRESS MONITORING

The School Improvement and Intervention Unit will monitor progress on the implementation of the LEA and Schools' Continuous Improvement Plans and/or approved School Improvement and Intervention Grant(s) through on and off site visits and reports.

Priority Schools:
- will have two progress monitoring on-site visits per school year and additional on-site monitoring visits based on school need.
- are responsible for the adoption of one of the four federal intervention models (Turnaround, Transformation, School Closure, or Restart) or to develop a compelling and comprehensive plan of intervention that meets all of the 7 Turnaround Principles. (Templates and additional guidance are in the appendix (p. 24-26).

Focus Schools:
- will have a minimum of one progress monitoring on-site visit per school year and additional on-site monitoring visits based on school need.
- will have discretion on which of the 7 Turnaround Principles to implement. The selected principles must address the reason for Focus School identification. In addition, all Focus Schools must implement interventions aligned to Principle 5: Using data to inform instruction for continuous improvement and providing time for collaboration on the use of data. (Weekly collaboration sessions of 60-90 minutes are strongly recommended.)

Pre-Intervention Schools:
- will be provided with desktop support
- will have on-site progress monitoring visits if student achievement data reflects limited progress
- will be expected to monitor and evaluate the effectiveness of the LEA and School Continuous Improvement Plans, and revise the LEA and School Plans to reflect necessary adjustments.

FRAMEWORK FOR ON-SITE PROGRESS MONITORING VISITS

Prior to Visit

- Establish agenda for day(s)-ADE with LEA and school site

Site Visit Activities

- *Walk-through Classroom Observations (10-15 minutes each)*
  - ✓ ADE conducts classroom observations using ADE walkthrough protocol
  - ✓ Observe in all Math and English/Language Arts classrooms
  - ✓ Observe in other classrooms as time permits
  - ✓ Summarize classroom observation data collected and provide feedback

- *Focus Group Interviews (approx. 30 minutes each)*
  - ✓ LEA Leadership
  - ✓ School Leadership
  - ✓ Teachers (4-6 teachers) depending on school size
  - ✓ Students (4-6 students)

- *ADE, LEA and School Leadership Team Meeting*
  - ✓ **Data Presentation**-LEA/school provides overview presentation of student and teacher performance data
  - ✓ **Implementation Summary**-Review progress of LCIP/SCIP strategies and action steps based on the 7 Turnaround Principles, review progress of next steps from PMI, review accomplishments, strengths, challenges and barriers
  - ✓ **Next Steps**-Identify next steps with timelines to continue implementation of LCIP/SCIP strategies and action steps

Post Visit

- ADE will provide LEA and school with completed Performance Management Instrument (PMI) within two weeks of visit
  - ✓ **PMI**- includes evidence collected from LEA and school via classroom observations and focus group interviews. The PMI serves as a periodic reflection/evaluation for the LEA and schools to monitor and assess their progress and identify next steps toward full implementation of their LCIP/SCIP strategies and action steps based on the 7 Turnaround Principles and/or Turnaround or Transformation Model strategies.

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OVERVIEW OF PROGRESS MONITORING TOOLS

ALEAT-LCIP and SCIP- Priority, Priority-SIG, Focus and Pre-Intervention Schools

All LEAs/schools in Priority, Priority-SIG, Focus and Pre-Intervention status will submit an LCIP and/or SCIP on ALEAT. LEAs with Priority and/or Priority-SIG Schools are also responsible for the adoption of one of the four federal intervention models (Turnaround, Transformation, School Closure, or Restart) or to develop a compelling and comprehensive plan of intervention that meets all of the 7 Turnaround Principles. Guidance for completing LCIPs and SCIPs is located in ALEAT under the resource tab, or by accessing the following ADE link: http://www.azed.gov/no-child-left-behind/files/2013/08/2013-2014-lea-and-school-plan-guidance.pdf

In order to fulfill the goal requirements for schools in improvement, the school-level plan (SCIP) or in the case of a single site LEA, in the LEA CIP, **an additional SMART goal** is required that addresses how the school will improve student achievement as measured by reading and mathematics state assessments (or LEA designated assessments); English language proficiency, attendance, and/or graduation rate. Arizona's ESEA Flexibility Request identifies revised AMOs for reading and mathematics. They should be considered along with other measures when writing the SMART goal.

Example: *(School) will improve student achievement for all grades in Reading by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by the LEA assessment. (School) will improve student achievement for all grades in Math by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by the LEA assessment; increase % English language proficiency by ____% moving from ____% in 2014 to ____% in 2015; increase attendance by _____% moving from _____% in 2014 to ____% in 2015; (if applicable) Increase graduation rate by _____% from _____% to _____% according to ADE calculations.*

Schools in improvement require **four additional SMART goals** in the SCIP or in the case of a single site LEA, the LCIP.

To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Reading.
Example: *(School) will improve student achievement in Reading for students in the bottom quartile. Reading achievement of students in the bottom quartile will increase by _____% moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by the LEA assessment.*

To improve student achievement by addressing the academic needs of the bottom 25% of the student population in Math.
Example: *(School) will improve student achievement in Math for students in the bottom quartile. Math achievement of students In the bottom quartile will increase by _____%   moving from ____% mastery in Spring 2014 to ____% mastery in Spring 2015 as measured by the LEA assessment.*

In addition to the achievement goals, schools in **Priority-SIG**, **Priority**, **Focus** and **Pre-Intervention** status will also have to write a goal that addresses school climate and culture and one that addresses teacher performance. (Schools in improvement will have a total of 5 SMART goals).

Example: *(<u>School</u>) will increase school culture and climate rating from baseline of _____ determined by fall school climate and culture survey to _____ from end of year school climate and culture survey.*

Example: *(<u>School</u>) will increase% of "effective" and "highly effective teachers" from _____% based on last year's ratings to _____ % based on end of the school year evaluation ratings.*

<u>Follow the instructions below, based on your school's</u>
<u>School Improvement status:</u>

Pre-Intervention – Goal 2, 3, 4, 5: Develop strategies and action steps aligned to the chosen Turnaround Principle/s for increasing student achievement (one or more, based on the reason for identification.)

- Use **Pre-Intervention** Plan Tags at the action step level: | PreInter |
- Use the Turnaround Principle Plan Tags on the right as appropriate.

Focus – Goal 2, 3, 4, 5: Develop strategies and action steps aligned to the chosen Turnaround Principles for

Increased student achievement (based on reason for identification). | Focus |
- Use **Focus** Plan Tags at the action step level:
- Use the Turnaround Principle Tags on the right at the action step level as appropriate

NOTE: <u>Principle 5: Data Informs Instruction is *required* for all **Focus** Schools</u>

Priority – Goal 2, 3, 4, 5: Develop strategies and action steps aligned to the chosen model's requirements and/or the 7 Turnaround Principles for increasing student achievement.

- Use **Priority** Plan Tags at the action step level. | Priority |
- Use Turnaround Principle Tags at the action step level, as appropriate.
- Use **Turnaround** or **Transformation** Plan Tags at the action step level, if applicable.

SIG Priority (SIG funded) – Goal 2, 3, 4, 5: Develop strategies and action steps aligned to the chosen model's requirements encompassing 7 Turnaround Principles. | Transform |
- Use **Turnaround** or **Transformation** Plan Tags at the action step level. | Turnaround |
- Use Turnaround Principle Tags, if applicable. | SIG-Priori |

Additional guidance for completing LCIPs and SCIPs is located in ALEAT under the resource tab, or by accessing the following ADE link: http://www.azed.gov/no-child-left-behind/files/2013/08/2013-2014-lea-and-school-plan-guidance.pdf

PERFORMANCE MANAGEMENT INSTRUMENT (PMI) – Priority, Priority-SIG, Focus, and Pre-Intervention Schools

The PMI serves as a periodic reflection/evaluation for the SEA, LEA and schools to monitor and assess their progress and identify next steps toward full implementation of their LCIP/SCIP strategies and action steps based on the 7 Turnaround Principles and/or Turnaround Transformation Model strategies. The data gathered in the PMI also supports evaluation, sustainability, continuous improvement and compliance monitoring.

Performance Management Instrument (PMI)			
Priority and Priority-SIG Schools			
Completed:	**By SEA**		**2 Times a Year**
Purpose: A tool for SEA to monitor LEA/school implementation of LCIP/SCIP strategies and action steps.		Visit #1-on site First semester	Gather evidence of implementation of each of the strategies and action steps in LCIP/SCIP based on all 7 Turnaround Principles and/or Turnaround, Transformation Model. Determine next steps for the LEA and school.
		Visit #2-on site Second semester	Gather evidence of implementation of each of the strategies and action steps in LCIP/SCIP based on all 7 Turnaround Principles and/or Turnaround, Transformation Model. Determine next steps for the LEA and school.
Submitted:	**BY SEA**	**On ALEAT**	**Target: Within two weeks of monitoring visit**

Performance Management Instrument (PMI)			
Focus Schools			
Completed:	**By SEA**		**Once a Year**
Purpose: A tool for SEA to monitor LEA/school implementation of LCIP/SCIP strategies and action steps.		On site visit	Gather evidence of implementation of each of the strategies and action steps in LCIP/SCIP inclusive of Principle 5 - Data Informs instruction, and additional Turnaround Principles chosen by the LEA/school which address the reason(s) for identification. Determine next steps for the LEA and school.
Submitted:	**BY SEA**	**On ALEAT**	**Target: Within two weeks of monitoring visit**

Performance Management Instrument (PMI)			
Pre-Intervention Schools			
Completed:	**By SEA**		
Purpose: A tool for SEA to monitor LEA/school implementation of LCIP/SCIP strategies and action steps.		Desktop monitoring/site visits for schools as determined by EPS	Gather evidence of implementation of each of the strategies and action steps in LCIP/SCIP based on the chosen Turnaround Principles. Determine next steps for the LEA and school.
Submitted:	**BY SEA**	**On ALEAT**	**Target: On-going**

DATA SUMMARY- Priority, Priority-SIG, Focus and Pre-Intervention Schools

The data summary serves as a periodic reflection/evaluation for LEA and schools to assess their progress toward improving student achievement. In addition, data should be used to strengthen programs and activities, guide professional development and to refine performance measures.   LEAs and school(s) will develop milestones in order to meet the Priority and Focus School Improvement exit criteria. Milestones must be aligned to annual performance targets identified in the school's Continuous Improvement Plan, and should be geared toward raising student achievement and teacher performance, as well as improving the non-academic school environment.

Data Summary			
Priority, Priority-SIG, Focus and Pre-Intervention Schools			
Completed*:*	**By School**	**Three times a year**	
Purpose: A tool for school to analyze school data trends, reflect on performance and determine next steps	October 1, 2014 February 1, 2015 June 1, 2015 *If date falls on a weekend, due on the Monday after date.	Complete Data Summary and Narrative Questions using student performance data.	
Submitted:	**BY LEA and School**	**To ADE on ALEAT**	**Oct. 1, 2014 Feb. 1, 2015 June 1, 2015**

Directions for completing the Data Summary are on the Data Summary Report on ALEAT. ADE will also conduct a webinar as a means of additional support for LEA and schools on September 16th and 18th.

NON-ACADEMIC ENVIRONMENT - School Climate and Culture Surveys: Priority, Priority-SIG, Focus and Pre-Intervention Schools

Schools that nurture a positive culture and climate provide safe and productive environments in which students can flourish. Through the school climate and culture survey process, educational leaders can better understand the strengths and weaknesses of their school climate. Based on the results, obstacles that may inhibit learning are removed; positive behavior and intervention supports are swiftly put in place resulting in increased student engagement and improved student learning.   Key factors impacting school climate may include, but are not limited to; school-wide systems, positive framing and teacher tone, student joy and engagement, and classroom environment.

LEAs with Priority, Priority-SIG, Focus, and Pre-Intervention Schools will be required to complete a climate and culture survey twice during the SY 14-15 (preferably fall/spring). Schools may use any climate and culture survey they choose. Schools will be required to record information gathered from their surveys in the Data Summary Report using the provided rubrics. An example of a survey (Triage) and its accompanying rubric along with ADE Climate and Culture Rubrics can be found in the appendix (p. 17-23).

Resources:
California School Climate Survey (http://cscs.wested.org/)
California Healthy Kids Survey (http://chks.wested.org/)
California School Parent Survey (http://csps.wested.org/)
Additional resources on ADE website

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PROFESSIONAL LEARNING COMMUNITIES

A professional learning community (PLC) is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. In sum, PLCs are characterized by three big ideas: 1) a focus on learning, 2) a culture of collaboration, and 3) a focus on results. (DuFour et al., 2010)

Effective PLCs

- Meet regularly, preferably weekly
- Are composed of like content or like grade levels
- Think of students as "our kids"
- Focus on learning not teaching
- Use 4 questions to guide dialogue
- Analyze data and discuss how it will drive instruction
- Plan instruction together
- Work together to address state assessment indicators
- Develop common assessments which can be used to discuss instructional practices
- Discuss student work
- Discuss lesson successes and disappointments

Four Essential PLC Questions

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

Resources:

Revisiting Professional Learning Communities at Work: New Insights for Improving Schools (Dufour, DuFour & Eaker, 2008)
Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour et al., 2010)
Raising the Bar and Closing the Gap: Whatever it Takes (DuFour et al., 2010)
The Collaborative Teacher: Working Together as a Professional Learning Community (Erkens et al., 2008)
Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement (Dufour & Marzano, 2011)
Common Formative Assessment: A Toolkit for Professional Learning Communities at Work (Bailey & Jakicic, 2012)
http://www.allthingsplc.info/

SELF-READINESS ASSESSMENT- Priority, Priority-SIG, Focus and Pre-Intervention Schools

The Self-Readiness Assessment (SRA) is a mandatory component of Arizona's Flexibility Request for Priority, Priority-SIG, Focus and Pre-Intervention Schools. It is based on the 7 Turnaround Principles, which serve as the foundation of Arizona's school improvement process. The SRA's findings are intended to direct the development of the School's Continuous Improvement Plan (SCIP) and the LEA's Continuous Improvement Plan (LCIP). Additionally, the SRA serves to guide ADE's feedback and recommendations to LEAs, Priority, Priority-SIG, Focus and Pre-Intervention Schools.

Districts and schools in Priority, Priority-SIG, Focus and Pre-Intervention status should complete the Self-Readiness Assessment prior to developing their LCIP and SCIP. Since the LCIP and SCIP are living documents, it is important to update and amend them on a regular basis.

The SRA will take multiple meetings to accurately evaluate all 7 Turnaround Principles. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self-Readiness Assessment.

Self-Readiness Assessment			
Priority, Priority-Sig, Focus, and Pre-Intervention Schools			
Completed:	**By School**		Once a year
Purpose: A tool for schools to conduct a needs assessment based on the 7 Turnaround Principles.		**September 12, 2014** *If date falls on a weekend, due on the Monday after date.	Complete the *Self-Readiness Assessment* by rating each of the indicators for the 7 Turnaround Principles. Determine and record evidence to support findings. Determine and record the primary concerns/successes, root causes and action steps for SCIP.
Submitted*:*	**BY LEA and School**	**To ADE on ALEAT**	**September 12, 2014**

ADE SURVEYS - Priority, Priority-SIG, Focus and Pre-Intervention Schools
The SII Support Survey will be sent to LEA and schools throughout the year. It will enable ADE to identify additional guidance or support, technical assistance, and/or professional development that may be needed by the LEA and schools. Schools with an Implementation Specialist will also have the opportunity to provide feedback to ADE relative to the services received from their Implementation Specialist.

IV.   COMPLIANCE MONITORING-Fiscal and Programmatic

The School Improvement and Intervention Unit will monitor fiscal and programmatic compliance of the LEA and schools approved Continuous Improvement Plans and/or approved School Improvement and Intervention Grant(s) through on and off site visits and reports.

CRITERIA FOR COMPLIANCE
The list below includes an overview of requirements.
Non-Grantee recipients are *required* to:

- Keep proper records
- Keep relevant records organized for announced and unannounced site visits
- Submit all SII reports for all Priority, Priority-SIG, Focus, and/or Pre-Intervention Schools, (Self-Readiness Assessment, Data Summaries, Climate and Culture Surveys) in a timely manner
- Submit Parent Notification and LCIP/SCIP in a complete and timely manner
- Make progress towards the goals in the LCIP/SCIP
- Set aside a maximum of 20% of Title I funds for school improvement efforts
- Submit and follow Commitments and the General Statement of Assurance

Grantee recipients are *required* to:

- Keep proper records
- Keep relevant records organized for announced and unannounced site visit
- Submit all SI reports for all Priority, Priority-SIG, Focus, and/or Pre-Intervention Schools, (Self-Readiness Assessment, Data Summaries, Climate and Culture Surveys) in a timely manner
- Submit Parent Notification and LCIP/SCIP in a complete and timely manner
- Read and understand the approved School Improvement and Intervention Grant
- Make progress towards the goals outlined in the awarded grant and LCIP/SCIP
- Submit and follow Commitments and the General Statement of Assurance
- Follow the Grants Management Business Rules
- Submit amendments for any fiscal or programmatic change
- Receive approval for amendments prior to implementing any change in spending or program
- Submit Completion Reports
- Be familiar with and follow instructions for grants management through the Grants Management Enterprise System through the Arizona Department of Education (Resources and support are available, for details, call 602-542-3695)

Grantee Recipients are requested to:

- In accordance with sound accounting practices, it is requested that LEA's draw down allocated funds on a monthly basis (as opposed to journaling at the end of the year). Examples of monthly draw-downs might be to pay: the salary of grant funded positions, scheduled services of external providers, or specific training/conferences scheduled during the month.

Grantees failing to meet any single requirement of compliance are subject to compliance actions in the School Improvement Grant Fiscal and Programmatic Accountability Protocol *(See appendix p.27-28).*

Appendix

Multi-Tiered System of Support for Priority, Priority-Sig, Focus, Pre-Intervention and Universal Schools

	School Improvement Status	Priority and Priority-SIG Schools	Focus Schools	Pre-Intervention Schools	Universal Schools
Technical Assistance/Support	Assigned ADE Specialist (Title I and/or School Improvement)	X	X	X	
	Assigned LEA & School Improvement Implementation Specialist	X grant funded only	X grant funded only	X	
	Orientation	X	X	X	
	Support with LCIP/SCIP development, implementation and monitoring	X	X	X	X as needed
	Support with grant application and funding process	X	X		
	Site visits	X	X	X as needed	
	School Improvement webinars	X	X	X	X
	Website access to improvement tools	X	X	X	X
	Solution Team visit (based on need)	X	X based on need	X based on need	
PD	Leadership Development	X required	X based on need		
	Targeted Professional Development	X	X		
	Peer-panel Webinars focused on 7 Turnaround Principles	X	X	X	X
	Support in finding ADE PD aligned to LCIP and SCIP	X	X	X	X
Progress Monitoring	Progress monitoring site visits	X	X as needed		
	Semi-annual monitoring report by ADE	X	X as needed		
	Self-Readiness Assessment	X	X	X	
	Data Summary by school	X	X	X	
	School improvement surveys	X	X	X	
	Access to progress monitoring resources	X	X	X	X
Compliance Monitoring	Documentation of Title 1 set aside	X	X		
	Parent Notification Letter	X	X	X	
	LCIP and SCIP on ALEAT	X	X	X	X
	Fiscal review (funded only)	X	X	X	X

School Improvement and Intervention Reports & Due Dates

Priority and Priority-SIG Schools			
Monitoring Tool:	**Completed by:**	**Submitted to:**	**Due by:**
LCIP Tag action steps with appropriate SII tags: Priority, Priority-SIG, Turnaround, Transformation, and/or all 7 Turnaround Principles	LEA	ADE on ALEAT	October 1, 2014
SCIP Tag action steps with appropriate SII tags: Priority, Priority-SIG, Turnaround, Transformation, and/or all 7 Turnaround Principles	LEA and School	ADE on ALEAT	October 1, 2014
Self-Readiness Assessment (SRA)	School Principal and Leadership Team	ADE on ALEAT	September 12, 2014
Performance Management Instrument (PMI)	ADE Specialist	ALEAT, LEA and School	2 on-site monitoring visits per year: *First visit (Solution Team) *Second visit (Progress Monitoring) TBD
Data Summary ✓ Academic Achievement ✓ Non-Academic Environment ✓ Teacher Performance Data ✓ Leading Indicators	LEA Leadership and School Principal	ADE on ALEAT	October 1, 2014 February 1, 2015 June 1, 2015 *If date falls on a weekend, due on the Monday after date.
SII Support Survey	LEA and School	ADE to cindy.richards@azed.gov	On-going

School Improvement and Intervention Reports & Due Dates

Focus Schools			
Monitoring Tool:	**Completed by:**	**Submitted to:**	**Due by:**
LCIP Tag action steps with appropriate SII tags: Focus, Principal 5-*Data Informs Instruction*, and other Turnaround Principles which address the reason for identification	LEA	ADE on ALEAT	October 1, 2014
SCIP Tag steps with appropriate SII tags: Focus, Principal 5-*Data Informs Instruction*, and other Turnaround Principles which address the reason for identification	LEA and School	ADE on ALEAT	October 1, 2014
Self-Readiness Assessment (SRA)	School Principal and Leadership Team	ADE on ALEAT	September 12, 2014
Performance Management Instrument (PMI)	ADE Specialist	LEA and School, ALEAT	1 on-site monitoring visit per year: additional as needed TBD
Data Summary ✓ Academic Achievement ✓ Non-Academic Environment ✓ Teacher Performance Data ✓ Leading Indicators	LEA Leadership and School Principal	ADE on ALEAT	October 1, 2013 February 1, 2014 June 1, 2014 *If date falls on a weekend, due on the Monday after date.
SII Support Survey	LEA and School	ADE to cindy.richards@azed.gov	On-going

School Improvement and Intervention Reports & Due Dates

Pre-Intervention Schools			
Monitoring Tool:	**Completed by:**	**Submitted to:**	**Due by:**
LCIP Tag strategies and action steps with appropriate SII tags: Pre-Intervention, and other Turnaround Principles which address the reason for identification	LEA	ADE on ALEAT	October 1, 2014
SCIP Tag strategies and action steps with appropriate SII tags: Pre-Intervention, and other Turnaround Principles which address the reason for identification	LEA and School	ADE on ALEAT	October 1, 2014
Self-Readiness Assessment (SRA)	School Principal and Leadership Team	ADE on ALEAT	September 12, 2014
Data Summary ✓ Academic Achievement ✓ Non-Academic Environment ✓ Teacher Performance Data ✓ Leading Indicators	LEA Leadership and School Principal	ADE on ALEAT	October 1, 2014 February 1, 2015 June 1, 2015 *If date falls on a weekend, due on the Monday after date.
SII Support Survey	LEA/Charter and School	ADE to cindy.richards@azed.gov	On-going

Arizona Department of Education
School Improvement and Intervention Section

Extended Learning Time

"Increased learning time" is a requirement of all Priority schools in accordance with Arizona's ESEA Flexibility Waiver. Additionally, Guidance on School Improvement Grants under Section 1003(g) highlights "increased learning time" as a required strategy for both the transformation and turnaround models; (p. 19, 29).

C-35a. What is the difference between redesigning the school day, week, or year to include additional time for student learning and teacher collaboration as required by the turnaround principles and providing increased learning time as required by the transformation and turnaround models under SIG?

Redesigning the school day, week, or year does not necessarily require adding time to increase the total number of school hours. Rather, an LEA might, for example, move to block scheduling to reduce transition time between classes and thus increase instructional time (see C-35). Providing increased learning time under SIG, however, requires actually adding time to the school day, week, or year to significantly increase the total number of school hours, although extending learning into before- or after-school hours is permissible under this definition so long as the before- or after-school instructional program is available to all students in the school (see A-32 in the SIG guidance). An LEA that receives SIG funds to implement a transformation or turnaround model in one or more priority schools must continue to meet the requirement regarding providing increased learning time and may not simply redesign its school day to increase instructional time.

Definitions

"Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for:

a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;

b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and

c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

d) Before, after, and summer school instructional programs can be utilized to fulfill this requirement only if they are available to all students in the school. To implement before, after, and summer options most effectively, LEAs are encouraged the closely integrate and coordinate academic work between in and out of school time.

Best Practices

The first consideration for learning time is the current use of available time (ECONorthwest Chalkboard Project, *Extended Learning Time in K-12 Schools*, 2008). Several researchers have described school time as being comprised of different types of time. The first type, "allocated time," includes the total amount of time that students are scheduled to be in school. Of that time, only a portion is dedicated to "allocated class time" when students are present in their classrooms. Furthermore, of allocated class time, only a portion is devoted to "instructional time." And finally, only a portion of instructional time results in "academic learning time." Academic learning time is defined as "that precise period when an instructional activity is perfectly aligned with a student's readiness and learning occurs." The diagram below shows the relationship between the types of time in school.
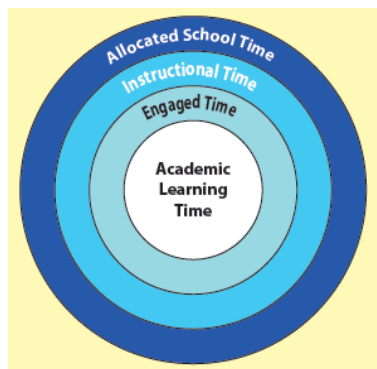
While time in school is necessary for learning, time alone is not sufficient. Additional time must result in academic learning time if it is to be effective. In schools where the existing schedule has been optimized to allow for the maximum amount of academic learning time, additional time is likely to have an impact on student achievement. However, in schools where existing time is not well utilized, adding time to the day or year likely will be ineffective, and a poor use of scarce resources.

For this reason many researchers have recommended that efforts to increase time in school should first be directed at maximizing the amount of academic learning time in the existing school day and year. Strategies such as improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules and block scheduling have been shown to help increase the amount of academic learning time.

Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (Frazier & Morrison, 1998; Mass2020.)   Although research supports the effectiveness of increasing learning time by a minimum of 300 hours, the final requirements of SIG do not require that an LEA implementing either the turnaround model or the transformation model necessarily provide at least 300 hours of increased learning time.

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An LEA has the flexibility to determine precisely how to meet the requirement to establish schedules that provide increased learning time, and should do so with an eye toward the goal of increasing learning time enough to have a meaningful impact on the academic program in which the model is being implemented.

A recent report released by the National Center on Time and Learning summarizes promising practices in use of expanded time entitled *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools* (Kaplan & Chan, 2011).
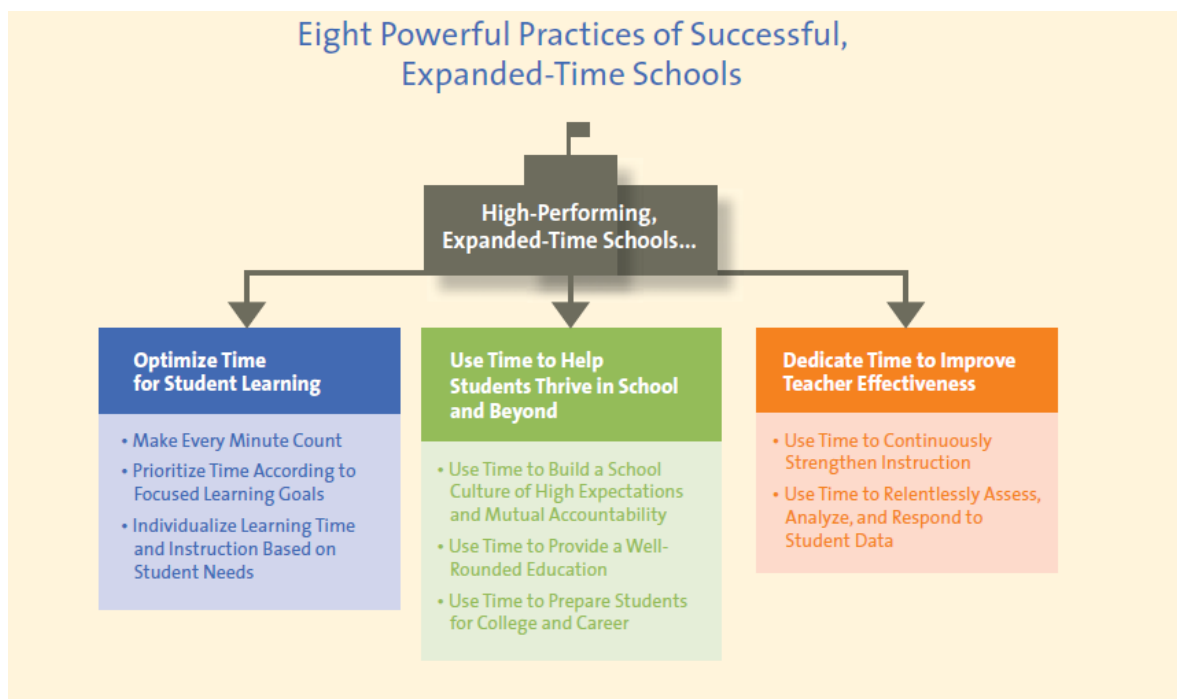
Increased Learning Time in Arizona SIG Schools

There are many different approaches to meeting the requirement for increased learning time. Most Arizona Tier 1 and 2 SIG Schools are implementing a combination of approaches to provide increased learning time for students and teachers. A list of the approaches from SIG applications and monitoring is provided below.

Increased Learning Time for Students

- Add minutes to the school day
- Add days to the school calendar (maintain instructional minutes per day)

- Restructure the schedule (i.e. decreased lunch period, decreased passing periods, block scheduling)
- Rearrange the schedule to spend additional time in Core subjects (usually focused on reading and math)
- Add intervention time or classes in addition to regular core subject instructional time
- Add academic-focused advisory or support time or classes, revise current advisory or support programs to have an academic focus
- Require seniors to take an additional class
- Require freshman to take a reading class in addition to regular ELA class
- Add options for taking classes (i.e. replace an elective, zero hour, afterschool, Saturday, summer, online)
- Provide tutoring (i.e. AIMS tutoring, academic tutoring)

Increased Learning Time for Teachers

- Provide professional development and support based upon student and teacher data (i.e. benchmarks, AIMS, common assessments, classroom observations, etc.)
- Extend professional development time (i.e. before school, after school, summer, Saturdays)
- Rearrange the schedule to include common planning times for grade levels or departments within the school day
- Set aside time and create structures for professional learning communities
- Set aside time and create structures for curriculum and assessment planning (i.e. grade level and cross curricular)
- Provide ongoing feedback and support from administrators and coaches
- Differentiate professional development (i.e. new teachers, content areas/grade levels)

Instructional Time Audit

ADE firmly believes that increasing student learning time and teacher collaboration are critical to the achievement of the goals set by schools and LEAs. *LEAs with a priority school are required by the ESEA waiver to perform an instructional time audit.* The audit will focus on teacher use of effective, research-based instructional strategies during core instruction as well as the use of scheduled learning time in the school day or extended day. Based on the audit findings, LEAs will create a plan to maximize current instructional time in core academic subjects; extend the school day, week and/or year; and/or extend programs outside the school day (before, after, weekend, intersession, online, or summer).

There are different resources available to support instructional time audits:
http://www.timeandlearning.org/resource-type-tool

The School Time Analysis Tool (STAT) is one web-based instrument that helps schools determine how minutes and hours are spent across a typical week and across a whole year. It is designed to help schools to identify as accurately as possible the proportion of time spent in three broad categories: Academics, Specials/Electives, and Other. "Other" includes those times that are either not intended for learning, like lunch or passing periods, or *end up* not being used for learning (e.g. interruptions for fire, tornado, and security drills).

The Classroom Time Analysis Tool (CTAT) is another web-based observation tool that helps individual teachers understand how they are using time in their classrooms, and helps schools identify and capture effective time management strategies across classrooms. Schools typically use it as a self or peer observation tool and to supplement existing school or district classroom walkthrough protocols. The CTAT looks at use of classroom time through four broad categories: Teacher-led Time, Student Work Time, Assessment of Student Learning, and Transitions which are further defined by subcategories. Using the CTAT helps teachers calibrate their actual use of time in the classroom against their lesson plans and set goals around minimizing transitions and maximizing teacher-led time, student work time, and assessment of student learning.

References

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Teacher Competencies

An LEA with a Focus or Priority School is required to review the effectiveness of the school's teachers. The LEA must determine if teachers must be replaced based on this review. It is recommended this review be based on the "Turnaround Leadership Competencies for Teachers" *(2008, Public Impact)*, along with an approved evaluation system that is fully aligned to Arizona's Teacher Evaluation Framework.

In order to ensure that teachers are able to improve instruction, the LEA is required to:
- review all existing staff using an approved evaluation system that is fully aligned to Arizona's Teacher Evaluation Framework;
- retain instructional staff determined to be effective; and
- reassign or replace instructional staff determined not to be effective (in collaboration with ADE).

This evaluation process is required of all staff including, but not limited to, general education, special education, Title I, and English language learners. Reading, science, and mathematics teachers cannot be retained or rehired unless they meet state and federal highly qualified, highly effective requirements.

Turnaround Teacher Competency List and Definitions *(2008, Public Impact)*

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. These enable a relentless focus on learning results and competencies in this cluster include:	
Achievement:	The drive and actions to set challenging goals and reach a high standard of performance despite barriers
Initiative and Persistence:	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Monitoring and Directiveness:	The ability to set clear expectations and to hold others accountable for performance.
Planning Ahead:	A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but, instead must rely on the work of others. These enable working through and with others and competencies in this cluster include:	
Impact and Influence:	Acting with the purpose of affecting the perceptions, thinking and actions of others.
Team Leadership:	The ability and actions needed to work with others to achieve shared goals.
Developing Others:	Understanding and interpreting others' concerns, motives, feelings and behaviors.

Problem Solving Cluster – This cluster of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. These enable solving and simplifying complex problems and competencies in this cluster include:	
Analytical Thinking:	The ability to break things down in a logical way and to recognize cause and effect.
Conceptual Thinking:	The ability to see patterns and links among seemingly unrelated things.

Personal Effectiveness and Showing Confidence to Lead Cluster – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. These enable success in a highly challenging situation.	
Belief in Learning Potential:	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
Self-Control:	Acting to keep one's emotions under control, especially when provoked.
Self-Confidence:	A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
Flexibility:	The ability to adapt one's approach to the requirements of a situation and to change tactics.

The Danielson Framework for Teaching

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. Teaching is divided into 22 components of teacher actions that are clustered into four domains of teaching responsibility. It is recommended that when considering *Turnaround Teacher Competencies* to also consider the quality and impact of teacher actions.

DOMAIN 1: Planning and Preparation	
1a	**Demonstrating Knowledge of Content & Pedagogy** • Content knowledge • Prerequisite relationships • Content pedagogy
1b	**Demonstrating Knowledge of Students** • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage
1c	**Setting Instructional Outcomes** • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
1d	**Demonstrating Knowledge of Resources** • For classroom • To extend content knowledge • For students
1e	**Designing Coherent Instruction** • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
1f	**Designing Student Assessments** • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment	
2a	**Creating an Environment of Respect & Rapport** • Teacher interaction with students • Student interaction with students
2b	**Establishing a Culture for Learning** • Importance of content • Expectations for learning and achievement • Student pride in work
2c	**Managing Classroom Procedures** • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals
2d	**Managing Student Behavior** • Expectations • Monitoring behavior • Response to misbehavior
2e	**Organizing Physical Space** • Safety and accessibility • Arrangement of furniture and resources

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DOMAIN 3: Instruction	
3a	**Communicating With Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language
3b	**Using Questioning & Discussion Techniques** • Quality of questions • Discussion techniques • Student participation
3c	**Engaging Students in Learning** • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing
3d	**Using Assessment in Instruction** • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring
3e	**Demonstrating Flexibility & Responsiveness** • Lesson adjustment • Response to students • Persistence

DOMAIN 4: Professional Responsibilities	
4a	**Reflecting on Teaching** • Accuracy • Use in future teaching
4b	**Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records
4c	**Communicating with Families** • About instructional program • About individual students • Engagement of families in instructional program
4d	**Participating in a Professional Community** • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school
4e	**Growing and Developing Professionally** • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession
4f	**Showing Professionalism** • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulation

Turnaround Leadership Competencies

An LEA with a Priority School is required to review the effectiveness of the school's leader. The LEA must determine if the principal must be replaced based on this review. The review will be in collaboration with ADE SII staff and based on the "Turnaround Leadership Competencies" (2008) Public Impact. *A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role.*

If the LEA determines to reassign the principal, the LEA shall collaborate with ADE on the reassignment. **The LEA must develop criteria to use to hire an instructional leader and provide evidence that the new principal:**
- ☐ Has a track record of increasing student achievement on standardized test scores as well as overall student growth, as well as growth of the subgroups in the school.
- ☐ Has a minimum of three years previous principal experience. A principal that is continuing at the school must attend an ADE approved leadership development program.
- ☐ Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and English language learners.
- ☐ Exhibits competencies in the areas of **driving for results**, **influencing for results**, **problem-solving**, and **showing confidence to lead**.

Turnaround Leadership Actions
Source: Hassel, E. A., & Hassel, B. C. (2009). The big u-turn: How to bring schools from the brink of failure to stellar success. *Education Next, 9*(1), 21–27. Updated school turnaround resources also available at www.schoolturnarounds.org.

Focus on a Few Early Wins. Successful turnaround leaders choose a few high-priority goals with visible payoffs, and use early success to gain momentum, motivate staff, and disempower naysayers. These wins relate to high-priority, not peripheral, elements of organization performance. In schools, examples might include achieving very high attendance and low disciplinary rates in the first two months of the school year; or making huge leaps in learning progress in a targeted academic area, such as aiming by the end of the first semester to have 90 percent of fifth-graders on track to make grade level by year's end.

Break Organizational Norms. In a failing organization, existing practices contribute to failure. Successful turnaround leaders break rules and norms. Deviating to achieve early wins shows that new action gets new results.

Push Rapid-Fire Experimentation. Turnaround leaders press a fast cycle of trying new tactics, discarding failed tactics, and investing more in what works. They resist touting mere progress as ultimate success.

Get the Right Staff, Right the Remainder. Successful turnaround leaders typically do not replace all or even most staff at the start, but they often replace some key leaders to help organize and drive change. For remaining staff, change is mandatory, not optional.

Drive Decisions with Open-Air Data. Successful turnaround leaders are focused, fearless data hounds. They choose their initial goals based on rigorous analysis. They report key staff results visibly and often. They require all staff who participate in decision-making to share periodic results in open-air sessions, shifting discussions from excuse-making and blaming to problem-solving.

Lead a Turnaround Campaign. Leaders use a consistent combination of motivating and maneuvering tactics that include communicating a positive vision of success; helping staff personally feel the problems customers feel; working through key influencers; and silencing critics with speedy success.

Turnaround Leadership Competencies	Turnaround Leadership Actions
Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include: ☐ **Achievement**: The drive and actions to set challenging goals and reach a high standard of performance despite barriers. ☐ **Initiative and Persistence**: The drive and actions to do more than is expected or required in order to accomplish a challenging task. ☐ **Monitoring and Directiveness**: The ability to set clear expectations and to hold others accountable for performance. ☐ **Planning Ahead**: A bias towards planning in order to derive future benefits or to avoid problems.	*Driving for Results* ☐ **Concentrate on Big, Fast Payoffs in Year 1**: Turnaround leaders concentrate on a few changes to achieve early, visible wins. They do this to achieve success in an important area, motivate others for further change, and reduce resistance by those who oppose change. ☐ **Implement Practices Even if Require Deviation**: Turnaround leaders deviate from organization norms or rules when needed to achieve early wins. In a failing organization, existing practices often contribute to failure. This shows that changes can lead to success. ☐ **Require All Staff to Change**: When turnaround leaders implement an action plan, change is mandatory, not optional. ☐ **Make Necessary Staff Replacements**: Successful turnaround leaders typically do not replace all or most staff but often replace some senior leaders. After initial turnaround success, staff who do not make needed changes either leave or are removed by the leader. ☐ **Focus on Successful Tactics; Halt Others**: Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that work. This pruning and growing process focuses limited resources where they will best improve results. ☐ **Do Not Tout Progress as Ultimate Success**: Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not good enough.

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include: ☐ **Impact and Influence**: Acting with the purpose of affecting the perceptions, thinking and actions of others. ☐ **Team Leadership**: Assuming authoritative leadership of a group for the benefit of the organization. ☐ **Developing Others**: Influence with the specific intent to increase the short and long-term effectiveness of another person.	*Influencing Inside and Outside the Organization* ☐ **Communicate a Positive Vision**: Turnaround leaders motivate others to contribute their discretionary effort by communicating a clear picture of success and its benefits. ☐ **Help Staff Personally Feel Problems**: Turnaround leaders use various tactics to help staff empathize with – or "put themselves in the shoes of" – those whom they serve. This helps staff feel the problems that the status quo is causing and feel motivated to change. ☐ **Gain Support of Key Influencers**: Turnaround leaders gain support of trusted influencers among staff and community and then work through these people to influence others. ☐ **Silence Critics with Speedy Success**: Early, visible wins are used not just for success in their own right, but to make it harder for others to oppose further change. This reduces leader time spent addressing "politics" and increases time spent managing for results.
Problem Solving Cluster – This cluster of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include: ☐ **Analytical Thinking**: The ability to break things down in a logical way and to recognize cause and effect. ☐ **Conceptual Thinking**: The ability to see patterns and links among seemingly unrelated things.	*Initial Analysis and Problem Solving* ☐ **Collect & Analyze Data**: Initially, turnaround leaders personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly. ☐ **Make Action Plan Based on Data**: Turnaround leaders make an action plan so that everyone involved knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change.
Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds. ☐ **Self-Confidence**: A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.	*Measuring, Reporting (and Improving)* ☐ **Measure and Report Progress Frequently**: Turnaround leaders set up systems to measure and report interim results often. This enables the rapid discard of failed tactics and increase of successful tactics essential for fast results. ☐ **Require Decision Makers to Share Data and Problem Solve**: Turnaround leaders share key staff results visibly, to highlight those who do not change and reward those who do and succeed. This shifts meetings from blaming and excuses to problem solving.

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Key Hiring Considerations for Turnaround Leaders
- ☐ The candidate's *underlying competencies* — patterns of thinking, feeling, and acting that he or she brings to the job.
- ☐ The candidate's "*human capital portfolio*" — the extent to which his or her success can be attributed to experience working with colleagues or as part of a team and whether these skills will transfer and be relevant to the new post. This can include prior success in challenging situations with limited resources as well as success within teams similar to those available in the school.
- ☐ Characteristics such as *adaptability* and the *desire for feedback* — which can affect the likelihood of taking a more active role in adjusting to new jobs, and can, therefore, lead to better fit and better performance. The candidate has demonstrated flexibility and ability to adapt to new work situations.
- ☐ The *cultural fit* — a combination of work habits, beliefs, interactions, and assumptions — that the candidate will bring from his or her previous post. One expert suggests that leaders are more likely to be successful in the new position if they are hired from organizations that are culturally similar and have equivalent or fewer resources. This can also include prior successful interactions with similar community populations (such as in work, volunteer, personal life, or other activities).

Climate and Culture Rubric

SCHOOL-WIDE SYSTEMS	Advanced 25 points	Proficient 20 points	Working Towards 15 points	Needs Improvement 10 points
Leader Tone	• Leaders are always upbeat, motivational, and inspiring. • Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to every detail in school and address those that are out of place immediately. • Leaders carry themselves with confidence and authority so that students are keenly aware of their presence.	• Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery. • Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to most details in school and address those that are out of place quickly. • Leaders carry themselves with confidence and authority so that students are aware of their presence.	• Leaders seem overwhelmed, or aloof and only make occasional attempts at being motivated and inspiring • Leaders narrate negative rather than positive behaviors. • Leaders are inconsistent with recognizing details and/or addressing those quickly. • Acts of student misbehavior occur within the presence of the principal.	• Leaders seem overwhelmed, aloof, and do not make occasional attempts at being motivated and inspiring. • Leaders are mostly negative in their interactions with students and teachers • Leaders do not recognize details and/or do not address those quickly. • Acts of student misbehavior occur within the presence of the principal.

Climate and Culture Rubric

TEACHER PROFICIENCIES	Advanced\n\n25 Points	Proficient\n\n20 Points	Working Towards\n\n15 Points	Needs Improvement\n\n10 Points
Positive Framing and Teacher Tone	• 90-100% of teachers are upbeat, positive, motivated, and inspiring in the classroom.\n• The general tone of classroom is efficient, respectful and positive.\n• Frequently narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.	• 75-90% of teachers are upbeat, positive, motivated, and inspiring in the classroom.\n• The general tone of the classroom is efficient, respectful and positive.\n• Narrates positive student behaviors (rather than calling out the negative) and uses praise, challenge and talking aspiration to motivate the students.	• 60-75% of teachers are upbeat, positive, motivated, and inspiring in the classroom.\n• The general tone of the classroom is inconsistent in efficiency respectfulness, and positivity.\n• Does not use positive framing or narrates negative student behaviors as often as positive, or teacher does not use positive framing and inconsistently uses praise, challenge or aspiration to motivate students.	• Most teachers are uninspiring and/or negative in the classroom.\n• The general tone of classroom is inefficient and/or negative.\n• Does not use positive framing, and does not work to motivate students.

Climate and Culture Rubric

TEACHER PROFICIENCIES	Advanced 25 Points	Proficient 20 Points	Working Towards 15 Points	Needs Improvement 10 Points
Student Joy & Engagement	• Students seem to be joyful and excited to be in school. • 90-100% of students are engaged in classroom activities. • Older students internalize and model behavioral expectations without teacher supervision. • 100% of students participate in student to student dialogue and group work.	• Most students seem to be joyful and excited to be in school. • 80-90% of students are engaged in classroom activities. • Older students internalize and model behavioral expectations with minimal teacher supervision. • 90% of students participate in student to student dialogue and group work.	• While many students seem joyful, there are notable instances of student arguments and/or lack of joy. • 70-80% of students are engaged in classroom activities. • The older students have not internalized behavioral expectations and are resistant to those expectations. • 70% of students participate in student to student dialogue and group work.	• Students generally seem disinterested in school. • Less than 70% of students are engaged in classroom activities. • The older students have not internalized behavioral expectations and are more resistant to those expectations than younger students. • Less than 70% of students participate in student to student dialogue and group work.

Climate and Culture Rubric

TEACHER PROFICIENCIES	Advanced 25 Points	Proficient 20 Points	Working Towards 15 Points	Needs Improvement 10 Points
Classroom Environment	Attractiveness—100% of classrooms are: Clutter-Free: • Clean with effective storage for materials, supplies, etc. • Desk configuration makes sense and is not too tight/loose. • Teacher desk and surrounding area are clean and well-organized. • Classroom libraries (when applicable) are well. organized and appealing to student readers. Walls—100% of classroom walls have: • Posted agenda, objectives & HW. • Posted schedule, team list, & bathroom sign-out sheet. • Signage supports learning objectives.	Attractive—90% of classrooms are: Mostly Clutter-Free: • General cleanliness and storage for materials, supplies, etc. • Desk configuration makes sense and is not too tight/loose. • Teacher desk and surrounding area are generally clean and organized. • Classroom libraries (when applicable) are organized. Walls—90% of classroom walls have: • Posted agenda, objectives & HW. • Posted schedule, team list, & bathroom sign-out sheet. • Signage supports learning objectives.	Attractiveness—70% of classrooms are: Mostly Clutter-Free: • General cleanliness and storage for materials, supplies, etc. • Desk configuration makes sense and is not too tight/loose. • Teacher desk and surrounding areas are generally clean and organized. • Classroom libraries (when applicable) are organized. Walls—70% of classroom walls have: • Posted agenda, objectives & HW. • Posted schedule, team list, & bathroom sign-out sheet. • Signage supports learning objectives. • High quality student work	Attractiveness—Most classrooms are: • Cluttered, disorganized and little storage for materials/supplies. • Desk configuration doesn't make Sense. • Teacher desk area is generally unorganized. Walls—Most classroom walls have: • No posted agenda, objectives & HW. • No posted schedule, team list, & bathroom sign-out sheet. • No signage that supports learning objectives. • No high quality student work is posted. Instructional signage: • Not adequate or present Other Systems—Most classes have: • No systems for student work,

	• High quality student work posted. Instructional signage: • Word wall organized by content, unit or alphabetical; process steps. Other Systems—100% of classes have: • Clear, effective systems for student work, extra assignment copies, and plan for purged work. • Student bags and coats have a place.	• High quality student work posted. Instructional signage: • Is present and relevant. Other Systems—90% of classes have: • Clear systems for student work, extra assignment copies, and plan for purged work. • Most student bags and coats have a place.	posted. Instructional signage: • Is present. Other Systems—70% of classes have: • Clear systems for student work, extra assignment copies, and plan for purged work. • Most student bags and coats have a place.	extra assignment copies, etc. • Student bags and coats do not have a place.

School Culture Triage Survey

The 17-item School Culture Triage Survey measures the degree to which three "culture behaviors" are present in a school or school district. These three culture behaviors provide insight into the overall culture of the learning community and, specifically, to the culture within the school walls.

Please use the following scoring scale to rate each school culture indicator listed below. Write your score on the blank line following each indicator.

> **Scoring: 1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 =Always or Almost Always**

Professional Collaboration

1. _____Teachers and staff discuss instructional strategies and curriculum issues.
2. _____Teachers and staff work together to develop the school schedule.
3. _____Teachers and staff are involved in the decision-making process with regard to materials and resources.
4. _____The student behavior code is a result of collaboration and consensus among staff.
5. _____The planning and organizational time allotted to teachers and staff is used to plan as collective units/teams rather than as separate individuals.

Affiliative Collegiality

1. _____Teachers and staff tell stories of celebrations that support the school's values.
2. _____Teachers and staff visit/talk outside of the school to enjoy each other's' company.
3. _____Our school reflects a true "sense" of community.
4. _____Our school schedule reflects frequent communication opportunities for teachers/staff.
5. _____Our school supports and appreciates the sharing of new ideas.
6. _____There is a rich and robust tradition of rituals and celebrations including holidays, special events and recognition of goal attainment.

Self-Determination/Efficacy

1._____When something is not working in our school, the faculty and staff predict and prevent rather than react and repair.
2. _____School members are interdependent and value each other.
3. _____Members of our school community seek alternatives to problems/issues rather than repeating what we have always done.
4. _____Members of our school community seek to define the problem rather than blame others.
5. _____The school staff is empowered to make instructional decisions.
6. _____People work here because they enjoy and choose to be here.

Total Score: _____

School Culture Triage Survey Rubric

Directions on how to administer and assess the survey:

- Distribute the survey to teachers and administrators only.

- Distribute surveys without the scoring page. (We are educators: we look ahead, and it skews the results every time!)

- Ensure that everyone understands that this is an anonymous survey — no names.

- Involve teachers in the collection and tabulation of the surveys.

- Share the results with the staff at the next faculty meeting. During this meeting, many schools select one or two items for improvement. They often select a task force to develop and implement an action plan.

- Administer the survey again as a follow-up in three or four months to monitor progress.

How to score the survey:

Below is a general score range for the school culture triage survey. The lowest triage score is 17 and the highest score is 85. Before engaging in an elaborate and extensive analysis of the school culture, this quick assessment of current status can assist in determining the wise allocation of time and resources.

The school culture triage survey has been used in several research studies for program evaluations, and the data suggest the following:

76–85 = Advanced
There has never been a score higher than 75! Continue monitoring, though, with each school improvement cycle.

60–75 = Proficient
Monitor and maintain making positive adjustments.

41–59 = Working Towards Proficiency
Modifications and improvements are necessary. Begin with a more intense assessment of your school's culture to determine which area is in most need of improvement.

17–40 = Needs Improvement
Critical and immediate attention necessary. Conduct a full-scale assessment of your school's culture and invest all available resources in repairing and healing the culture.

LEA and Priority School Turnaround Plan				
(Submit a template for each participating school requesting to implement the Restart Model)				

Name of Participating School:				
Briefly describe why the Restart Model was chosen for the school:				
Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years. *Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.*				

Restart Model	**Model Implementation Plan**	**Timeline**	**Monitoring/Evaluation Plan**	**Budget/Resource Alignment**
Description of Restart Model Program Requirements.	*Describe specific strategies and action steps for each of the Restart Model Program Requirements to be used to progress towards the performance targets.*	*Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.*	*Describe the LEA plan for monitoring progress implementation of the Restart Model.*	*Clearly identify funds and/or resources that the LEA and School will use to support implementation of each of the Restart Model Program Requirements to achieve performance targets.*
Convert a school or close and reopen a school under an education management organization (EMO) or a charter management organization (CMO) that has been selected through a rigorous review process.				
Implementation activities with respect to other intervention models.				

School Improvement and Intervention
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LEA and Priority School Turnaround Plan			
(Submit a template for each participating school requesting to implement the School Closure)			
Name of Participating School:			
Briefly describe why School Closure was chosen for the school:			
School Closure	**Model Implementation Plan**	**Timeline**	**Budget/Resource Alignment**
Description of School Closure Program Requirements.	*Describe specific strategies and action steps for each of the School Closure Program Requirement.*	*Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.*	*Clearly identify funds and/or resources that the LEA and School will use to support implementation of each of the School Closure Program Requirements.*
LEA closes school and enrolls all of the students who attended that school in other schools in the LEA that are higher achieving.			
LEA involves parent and community in the closure process.			

LEA and Priority School Turnaround Plan
(Submit a template for each participating school requesting to implement the Turnaround Model)

Name of Participating School:	

Briefly describe why the Turnaround Model was chosen for the school:

Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.
Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.

Turnaround Model	Model Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Turnaround Model Program Requirements.	*Describe specific strategies and action steps for each of the Turnaround Model Program Requirements to be used to progress towards the performance targets.*	*Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.*	*Describe the LEA plan for monitoring progress of implementation of the Turnaround Model.*	*Clearly identify funds and/or resources that the LEA and School will use to support implementation of each of the Turnaround Model Program Requirements to achieve performance targets.*
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.				
Using locally adopted competencies to measure the effectiveness of staff who can				

work within the turnaround environment to meet the needs of students. Screen all existing staff and rehire no more than 50 percent; and select new staff.				
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.				
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.				
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.				

Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.			
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Establish schedules and implement strategies that provide increased learning time.			
Provide appropriate social-emotional and community-oriented services and supports for students.			
Pre-Implementation-If requesting pre-implementation funds complete this section.			

LEA and Priority School Turnaround Plan (Submit a template for each participating school requesting to implement the Transformation Model)				
Name of Participating School:				
Briefly describe why the Transformation Model was chosen for the school:				
Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years. **Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.*				
Transformation Model	**Model Implementation Plan**	**Timeline**	**Monitoring/Evaluation Plan**	**Budget/Resource Alignment**
Description of Transformation Model Program Requirements.	*Describe specific strategies and action steps for each of the Transformation Model Program Requirements to be used to progress towards the performance targets.*	*Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.*	*Describe the LEA plan for monitoring progress of implementation of the Transformation Model.*	*Clearly identify funds and/or resources that the LEA and School will use to support implementation each of the Transformation Model Program Requirements to achieve performance targets.*
Replace the principal who led the school prior to commencement of the transformation model and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation				

rates.			
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and are designed and developed with teacher and principal involvement.			
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.			
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.			

Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.			
Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
Establish schedules and implement strategies that provide increased learning time.			
Provide ongoing mechanisms for family and community engagement.			
Pre-Implementation- If requesting pre-implementation funds complete this section.			

LEA and Priority School Turnaround Plan
(Submit a template for each participating school requesting to implement interventions aligned to all of the turnaround principles)

Name of Participating School:	

Briefly describe why the intervention plan aligned to all the turnaround principles was chosen for the school:

Performance Targets: Describe the bold performance targets in math, reading/language arts and/or high school graduation rates for each participating school that will need to be met in order to meet the exit criteria. Provide estimated *annual performance targets for each of the three years.
*Adjustments for performance targets may occur based on newly implemented state assessment in 2014-2015 school year.

Turnaround Principles	Implementation Plan	Timeline	Monitoring/Evaluation Plan	Budget/Resource Alignment
Description of Turnaround Intervention Plan Requirements.	*Describe specific strategies and action steps for each of the turnaround principles to ensure meeting performance targets.*	*Provide a list of tentative dates (beginning and end dates) in which the action steps will be implemented.*	*Describe the LEA plan for monitoring progress of implementation of the Turnaround Intervention Plan.*	*Clearly identify funds and/or resources that the LEA and School will use to support implementation of each of the turnaround principles to ensure meeting performance targets.*
Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing				

the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;				
Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;				
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;				
Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;				
Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;				
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and				
Providing ongoing mechanisms for family and community engagement?				

School Improvement and Intervention
Multi-Tiered System of Support
2014-2015 School Year

Guidelines for Developing a Model Based on the 7 Turnaround Interventions

All Priority and Priority-SIG Schools are required to select one of the four implementation models, or they may develop their own model to enhance improvement efforts. If a school develops a model, it must address, at a minimum, the following components from the 7 Turnaround Principles. The plan should indicate how each Principle will be implemented. The Principles are:

Strong, Effective Leadership

- Principal must have a minimum of three years previous principal experience, and have a track record of increasing student achievement as well as overall student growth, as well as growth of the subgroups in the school. A principal that is continuing at the school must attend an ADE approved leadership development program.
- The principal has been granted sufficient operational flexibility (including staffing, calendars/time, curriculum, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
- LEA and school administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction.

Effective Teachers

- Implement a classroom walkthrough protocol that includes feedback and teacher support to change behavior, and instructional practices that address the needs of a diverse group of learners.
- Implement a formal policy providing for organized weekly teacher collaboration time during the work day for teachers to work in vertical and horizontal teams for the purpose of improving instruction for all students including students with disabilities and ELLs.
- Provide intensive and targeted support of new teachers through orientation, coaching, and mentoring programs.

Additional Instruction Time

- Ensure the extended learning time is available to all students, or if focused on staff development, available to all teachers.
- Maximize current instructional time in core academic subjects.

Strengthen Instructional Program Based on Student Needs

- Implement a standards-based curriculum that is aligned with Arizona's College and Career Ready Standards and that provides flexibility to meet the needs of all students, including students with disabilities, ELL, gifted and talented, and economically disadvantaged students.
- Ensure that pacing guides/curriculum maps and instructional strategies are aligned with state standards and/or grade level expectations.
- Implement clear expectations for allocation of instructional time in all core subject areas.
- Instructional time expectations must include a multi-tiered system of support (MTSS/RTI) plan for all struggling students.
- Provide relevant and coordinated job-embedded professional development.

Data Informs Instruction

- Identify and utilize LEA and school-level formative and summative assessments in literacy, mathematics, and science, providing for aligned assessments within and across grades.

- Create a formal plan to train and support teachers in using data (from a balanced assessment system) to drive instruction which includes formal and informal professional development and is differentiated for teachers new to the district.
- Create a process for flexibly grouping students based on data and focused on improvement and acceleration.
- Create structures to facilitate frequent, ongoing data-driven conversations related to student learning outcomes (PLCs).

School Environment Focused on Achievement/Non-Academic Factors Affecting Student Achievement

- Develop a shared philosophy, vision and mission that promote a culture of excellence.
- Create a process for monitoring the implementation of the SCIP's strategies and action steps for continuous improvement.
- Ensure a process for evaluating overall improvement capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve organizational capacity and quality.
- Create policies that support and monitor a code of conduct that actively promotes social skills, conflict management, and prevention programs to create an environment conducive to teaching and learning.

Engaging Families and Communities

- Implement strategies such as family literacy to increase effective parental involvement.
- School leadership continually assesses the quality and impact of its parent/community communication system utilizing multiple survey strategies.
- Establish a system to recruit volunteers that matches the needs of the school.

School Improvement Grant
Fiscal and Programmatic Accountability Protocol

Compliance Actions	Possible Reason(s)	Documents Provided	Timeframe	Possible Subsequent Action(s) Taken

Request for Records and/or Response	- General Compliance Monitoring
	Fiscal
	- Completion Report shows:
	  1. Excessive amount of Cash-On-Hand
	  2. Excessive amount of funds due to Grantee
	  3. Over-expenditures
	- Cash Management Report shows:
	  1. Excessive amount of Cash-On-Hand
	  2. Irregular Payments
	- Amendment shows:
	  1. Expenditures that are deemed unallowable and/or unreasonable
	  2. Expenditures made prior to approval of amendment
	Programmatic
	- Renewal Application
	- CIP
	- PMI-Site Visits
	- Data Summary Reports
		Grantee will provide requested:
		
		✓ Fiscal Records
		✓ Programmatic Records
		✓ Other Records as needed
		
		ADE will provide:
		
		✓ PMI Reports
		✓ Data Summary Reports
		✓ Other Records as needed
			Grantees have up to **four weeks** from the initial request to produce all requested documentation	- No further action required
				- Continued monitoring
				- Additional records requested
				- Non-Compliance Report- Corrective Action Plan
				- Non-Compliance Report – Programmatic Hold
				- Suspension of funds
				- Termination of funds

Non-Compliance Letter/Report **Corrective Action Plan**	- Program is not in alignment with approved application - Failing to meet Priority Assurances - Expenditures that are deemed unallowable and/or unreasonable	**ADE** will provide: ✓ Non-compliance letter and report based on request for records and/or response findings ✓ Grantee with Corrective Action Plan template to complete **Grantee** will provide as requested: ✓ Requested records ✓ Completed Corrective Action Plan and/or corrected expenditures	**Grantees** have up to **four weeks** from the initial request to submit Corrective Action Plan	- Non-Compliance findings resolved - Non-Compliance findings unresolved –May result in: - Programmatic Hold - Suspension of funds - Termination of funds

School Improvement and Intervention
Multi-Tiered System of Support
2014-2015 School Year

Compliance Actions	Possible Reason(s)	Documents Provided	Timeframe	Possible Subsequent Action(s) Taken
Non-Compliance Letter/Report **Programmatic Hold**	▪ Failure to submit records as requested ▪ Failure to comply with Corrective Action Plan ▪ Expenditures that are deemed unallowable and/or unreasonable	**ADE** will provide as needed: ✓ 2nd Request for Records letter and/or Non-compliance letter and report based on request for records and/or response findings ✓ Corrective Action Plan template to complete **Grantee** will provide as requested: ✓ Requested records ✓ Completed Corrective Action Plan and/or corrected expenditures	**Grantees** have up to **two weeks** from the 2nd request to submit Corrective Action Plan	▪ Non-Compliance findings resolved ▪ Non-Compliance findings unresolved –May result in: ▪ Continued Programmatic Hold ▪ Suspension of funds ▪ Termination of funds
Notice of Opportunity to Show Cause Letter	▪ Continue to be out of compliance ▪ Information received from grantee not accurate and forthcoming ▪ Failure to comply with corrective action plan ▪ Infraction/s too severe	**ADE** will send Grantee: 15 Day **Notice of Opportunity to Show 'Cause'** as to why federal /state requirements were not followed. Also informs grantee of possible suspension of payments	**Grantees 15 days** to submit Show 'Cause' documentation	▪ Suspension of funds ▪ Termination of funds
Suspension/ Termination of funds, Enforcement and Right to a Hearing	▪ Failed to submit an acceptable cause for not complying with award requirements	**ADE** will send grantee a Notice of Enforcement and Right to a Hearing	**Grantees 30 days** to request a hearing	▪ Termination of funds